

Review Article

Mapping psychological well-being in education: A systematic review of key dimensions and an integrative conceptual framework

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Psychological well-being plays a crucial role in shaping students' academic success, emotional resilience, and overall educational experiences, while also significantly influencing teachers' job satisfaction and effectiveness. However, increasing academic pressures, institutional challenges, and digital advancements have posed new threats to psychological well-being in educational settings. The findings of this article highlight the crucial role of cognitive-emotional factors such as emotional intelligence, self-efficacy, motivation, and resilience in fostering psychological well-being. Social support networks, institutional interventions, and digital literacy also emerged as key contributors, while excessive social media use and academic stress were identified as risk factors for psychological well-being. Additionally, mindfulness-based interventions and AI-driven mental health tools showed potential in mitigating psychological distress and enhancing adaptive coping mechanisms. This review underscores the need for an integrated, multidimensional approach that combines psychological training, institutional support, and digital well-being strategies to promote sustainable well-being outcomes for students and teachers. The implications provide valuable insights for policymakers, educators, and mental health practitioners in designing evidence-based interventions to foster psychological well-being in education.

Keywords: Coping strategies; Educational policy; Higher education; Psychological well-being

Article History: Submitted 17 January 2025; Revised 5 April 2025; Published online 27 April 2025

1. Introduction

Psychological well-being [PWB] is a fundamental aspect of human functioning that significantly influences mental health, academic performance, and overall life satisfaction (Ryff, 2013). In the educational context, PWB plays a crucial role in shaping students' learning experiences and teachers' professional effectiveness, ultimately impacting institutional success (Perez-Ordas et al., 2022). However, despite its recognized importance, maintaining PWB in education remains a significant challenge due to academic stress, institutional pressures, and the evolving demands of digital learning environments (Chaudhry et al., 2024).

Existing literature highlights the interplay between PWB and key factors such as emotional intelligence, coping mechanisms, institutional support, and digital technology in educational

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How to cite: Sarzhanova, G., & Nurgabdeshev, A. (2025). Mapping psychological well-being in education: A systematic review of key dimensions and an integrative conceptual framework. *Journal of Pedagogical Research*, 9(3), 327-349. <https://doi.org/10.33902/JPR.202534832>

settings (Ansari et al., 2024). Several studies emphasize the benefits of psychological resilience, social support, and mindfulness in mitigating academic stress and improving educational outcomes (Fan & Cui, 2024; Ryff & Singer, 2008). However, much of the existing research is fragmented, focusing on isolated factors rather than examining the comprehensive and interconnected influences on PWB (Bewick et al., 2010). Furthermore, limited longitudinal studies and intervention-based research restrict the ability to establish causality, leaving gaps in understanding the long-term implications of PWB strategies in education (Yigit & Cakmak, 2024).

To address these gaps, this article systematically reviews the literature on PWB in education, analyzing research across five key thematic areas: (1) Key determinants of PWB in academic contexts, (2) Teacher well-being, (3) Coping strategies, (4) Emotional intelligence and mindfulness, and (5) The role of digital technology, artificial intelligence [AI] and social media. This review follows a structured methodological approach, synthesizing peer-reviewed studies from various educational settings to provide a holistic perspective on PWB. By integrating insights from multiple disciplines, this study contributes to a broader understanding of how cognitive-emotional, technological, and institutional factors interact to shape educational well-being.

The study is guided by the following research questions:

RQ 1) What are the key cognitive-emotional and social factors influencing PWB in educational contexts?

RQ 2) How do coping strategies, emotional intelligence, and mindfulness contribute to PWB among students and teachers?

RQ 3) What role does digital technology, AI, and social media play in shaping PWB in education?

RQ 4) How do institutional support systems and environmental factors affect PWB in educational settings?

RQ 5) What gaps exist in current research on PWB in education, and what future directions should be explored?

The findings highlight the interconnected nature of PWB with cognitive-emotional factors, social support systems, digital engagement, and institutional policies. Emotional intelligence and mindfulness are shown to enhance resilience and academic engagement, while institutional support and adaptive coping strategies contribute to PWB stability. These insights extend existing knowledge by emphasizing the need for a multi-dimensional approach that incorporates both individual and systemic interventions. By bridging theoretical perspectives with practical applications, this review offers valuable guidance for policymakers, educators, and mental health practitioners in designing effective strategies to promote PWB in education.

This paper is structured as follows: The next section presents the conceptual foundations of PWB, followed by a detailed discussion of the methodology used for the systematic review. The findings section synthesizes research across five key themes, leading to an in-depth discussion of policy implications, institutional interventions, and future research directions. The paper concludes with recommendations for evidence-based strategies to enhance PWB in educational settings, ensuring long-term academic and professional success.

1.1. Psychological Well-being Concept

PWB is a multidimensional construct that encompasses an individual's emotional and cognitive evaluations of life, emphasizing optimal psychological functioning rather than merely the absence of distress (Yigit & Cakmak, 2024). The origins of PWB trace back to ancient Greek philosophy, particularly Aristotle's concept of *eudaimonia*, which refers to the fulfillment of human potential and the pursuit of virtue (Ryff & Singer, 2008). The modern empirical approach to well-being was shaped by researchers such as Jahoda (1959), who identified criteria for positive mental health, and Maslow's hierarchy of needs, which emphasized self-actualization as a crucial component of human development (McLeod, 2007).

PWB plays a crucial role in mental and physical health, social relationships, workplace productivity, and educational success. It extends beyond the absence of mental illness, encompassing positive psychological functioning such as self-acceptance, autonomy, purpose in life, and strong interpersonal connections (Ryff, 1989). Research consistently shows that individuals with higher PWB experience lower rates of stress, anxiety, and depression, while also demonstrating greater resilience and emotional stability (Ryff & Keyes, 1995).

Beyond personal health, PWB enhances social relationships, workplace engagement, and academic performance. Supportive relationships foster emotional resilience, while loneliness and social isolation increase the risk of psychological distress and health complications (Ryff & Singer, 2008). In professional settings, employees with high PWB demonstrate greater job satisfaction, productivity, and creativity, contributing to a more positive and efficient work environment (Ryff, 2013). Similarly, students with greater PWB tend to perform better academically, cope more effectively with stress, and remain motivated throughout their educational journey (Perez-Ordas et al., 2022). At a societal level, communities with high levels of PWB experience stronger social cohesion, lower crime rates, and greater civic engagement, underscoring its significance as a public health priority. Given its widespread benefits, integrating PWB into policies, workplaces, and educational systems is essential for fostering healthier individuals and societies (Byun et al, 2022; Umirzakov et al., 2020).

PWB is closely related to positive psychology and subjective well-being, yet each maintains a distinct conceptual foundation. Positive psychology is a field that emerged in the late twentieth century, spearheaded by Martin Seligman and Mihaly Csikszentmihalyi, with the goal of understanding human strengths, virtues, and the factors that contribute to a fulfilling life (Csikszentmihalyi et al., 2014). Unlike traditional psychology, which primarily focuses on diagnosing and treating mental illness, positive psychology emphasizes the enhancement of well-being, resilience, and human flourishing (Seligman & Csikszentmihalyi, 2000). Within this framework, PWB aligns with the eudaimonic perspective, which prioritizes meaning, self-actualization, and personal growth. Ryff's model of PWB, which identifies autonomy, environmental mastery, purpose in life, self-acceptance, positive relationships, and personal growth as key components, fits well within the positive psychology paradigm. However, positive psychology encompasses broader aspects such as strengths-based interventions, mindfulness, and gratitude practices, making it a more expansive field than PWB alone (Ryff, 2013).

The concepts of well-being can be broadly categorized into two main approaches: hedonic and eudemonic well-being (Bernstein et al., 2020). The hedonic approach emphasizes pleasure, happiness, and the avoidance of pain, prioritizing immediate gratification and positive emotional experiences. It is often associated with subjective well-being, which focuses on life satisfaction and emotional balance (Ryan & Deci, 2001). In contrast, the eudemonic approach is centered on personal growth, self-actualization, and living in accordance with one's values and purpose. This perspective views well-being as more than just happiness—it involves meaning, virtue, and long-term fulfillment. While these approaches are distinct, they are not mutually exclusive; a balance between hedonic and eudemonic well-being can contribute to overall psychological flourishing (Yigit & Cakmak, 2024).

Subjective well-being [SWB], a concept introduced by Diener (1984), follows a hedonic approach to well-being that emphasizes happiness, life satisfaction, and the balance between positive and negative emotions. Unlike PWB, which is concerned with achieving meaning and fulfillment in life, SWB is primarily focused on the presence of pleasurable emotions and the absence of distress. It is typically measured through self-reported assessments of life satisfaction, positive affect, and negative affect. The key distinction between SWB and PWB lies in their theoretical foundations. SWB is rooted in the pursuit of happiness and positive emotions, while PWB is more focused on self-realization, growth, and living in alignment with one's values. Although distinct, these two constructs are not mutually exclusive. Research suggests that

individuals who experience high levels of PWB often report higher SWB, as having a sense of purpose and meaning can contribute to overall happiness (Wong Aitken et al., 2024).

The relationship between PWB, SWB, and positive psychology highlights the importance of taking a holistic approach to human flourishing. Positive psychology provides a broad framework that incorporates PWB alongside SWB and other constructs such as resilience, strengths, and character virtues. SWB and PWB, while different in their core focus, both contribute to an individual's overall sense of wellness. Combining these distinct yet interrelated areas of PWB allows researchers, educators, and policymakers to develop interventions that support both the hedonic and eudaimonic aspects of well-being, ultimately leading to a more resilient and thriving society (Yigit & Cakmak, 2024).

1.2. Psychological Well-Being in Education

PWB plays a vital role in educational settings, shaping students' academic performance, motivation, and personal development. Research on PWB in education highlights its significance in fostering resilience, adaptability, and cognitive engagement (Perez-Ordas et al., 2022; Suldo & Shaffer, 2008). Students with higher PWB are more likely to excel academically, build strong peer relationships, and exhibit greater emotional stability when facing challenges (Costa et al., 2013).

In higher education, PWB is particularly important as students navigate increased academic pressures, social transitions, and career uncertainties. Studies indicate that students with strong PWB demonstrate enhanced problem-solving abilities, greater self-regulation, and a more profound sense of purpose in their studies (Fan & Cui, 2024). Furthermore, institutional support, such as mentorship programs, counseling services, and student well-being initiatives, can significantly impact PWB by providing the necessary resources for academic and personal growth (Trudel-Fitzgerald et al., 2019).

Similarly, in primary and secondary education, fostering PWB contributes to the holistic development of students. Research suggests that positive relationships with teachers, supportive learning environments, and structured academic engagement promote students' overall well-being (Bowman, 2010). Schools that integrate well-being programs, such as mindfulness training, emotional intelligence development, and social-emotional learning (SEL), have reported improved student outcomes, including increased focus, reduced stress levels, and stronger interpersonal skills (Li, 2021).

The role of teachers in promoting PWB is also crucial. Educators with high levels of PWB are more engaged, exhibit greater teaching effectiveness, and provide emotional support to students (Johnson & Johnson, 2009). However, teacher burnout and job dissatisfaction can negatively impact students' learning experiences, making it essential to implement workplace PWB policies that support educators' mental health and job satisfaction (Ryff, 2013).

Given the profound impact of PWB on students and educators, integrating well-being strategies into educational curricula and institutional policies is necessary for fostering a supportive and thriving learning environment. As education systems continue to evolve, a greater emphasis on PWB will contribute to academic success, personal fulfillment, and long-term societal benefits (Chaudhry et al., 2024).

2. Method

This systematic literature review follows a structured, transparent, and replicable approach for selecting and assessing scholarly contributions (Tranfield et al., 2003). Only peer-reviewed journal articles were included, while books, book chapters, and other non-peer-reviewed sources were excluded, as the peer-review process ensures the quality and credibility of the knowledge presented (Podsakoff et al., 2014; David & Han, 2004).

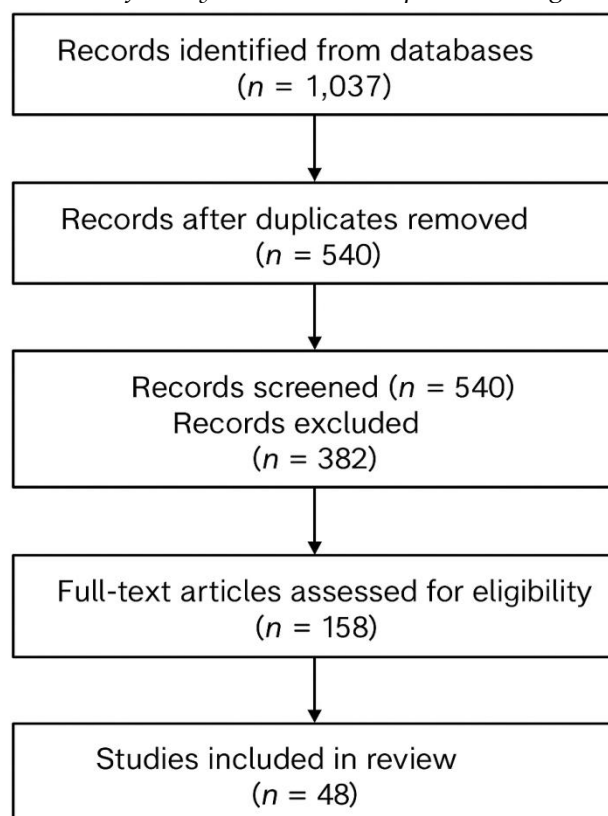
The review was conducted using interpretative synthesis and evaluation, as described in study by Sinkovics and Reuber (2021). Two distinct protocols guided the process. The first protocol focused on the procedures for searching, selecting, and excluding articles (Scheaf & Wood, 2022).

The second protocol provided a framework for organizing and analyzing the data collected (Mmbaga et al., 2020; Rashman et al., 2009).

Since systematic reviews are topic-specific, the research themes informed the development of the search protocol. Keywords such as "education," "school," and "psychological well-being" were combined into search strings like "education" OR "school" AND "psychological well-being" or "self-acceptance" or "positive relations with others" or "autonomy" or "environmental mastery" or "purpose in life" or "personal growth". Searches were performed across Scopus, Emerald, EBSCO, and Web of Science to ensure broad coverage, with the goal of capturing insights from various disciplines. The search was limited to English-language articles published between 2000 and 2025. The initial search across the four databases yielded 1,037 papers. As noted by Bakker (2010) and Dinh and Calabro (2018), duplicate results are a common issue in the first round of systematic reviews. After removing duplicates, the number of papers was reduced to 540. In the next step, the articles were organized in a way that titles and abstracts were reviewed to determine whether they met basic relevance criteria (Adams et al., 2016; Nurgabdeshev et al., 2018). This step reduced the sample to 158 articles. In the third step, the full texts of these articles were read and evaluated (Bakker, 2010; Rashman et al., 2009), resulting in a final selection of 44 studies. Additional hand searching and citation tracking (Nabi et al., 2017) identified 4 more relevant articles, yielding a final sample of 48 publications.

Figure 1

Flow chart of the systematic review process using the PRISMA method



The analysis of the final sample was conducted using an Excel data extraction sheet, following Rashman et al. (2009), which captured descriptive details (e.g., authors, publication details, methodology, and theoretical frameworks) as well as key findings, results, and contributions. The coding scheme was pre-tested and refined through discussions with two field experts to ensure agreement on the information to be included.

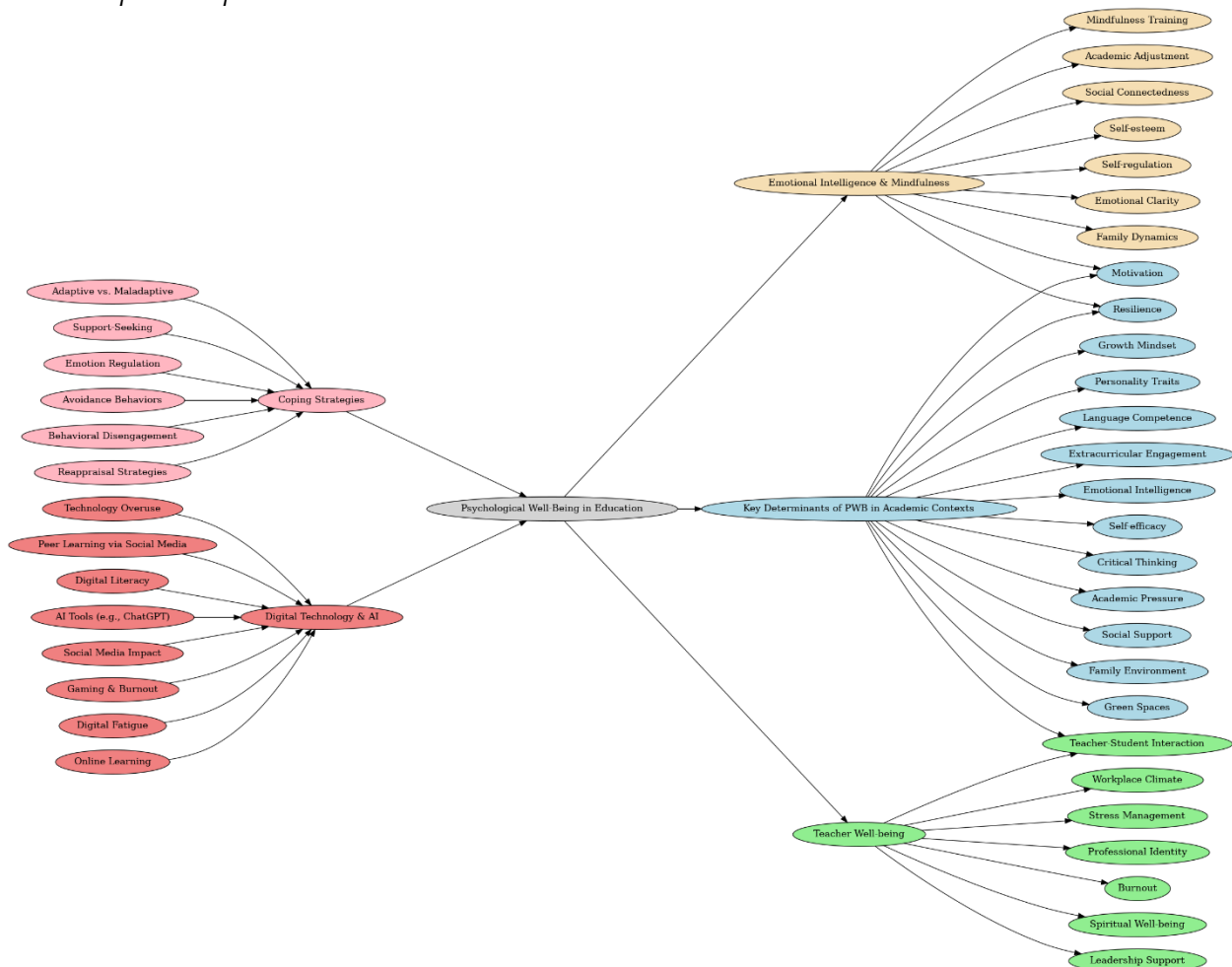
Articles were subsequently downloaded in PDF format and categorized based on type. As part of the exclusion criteria, the authors independently read and coded each article. Coding focused on research questions, theoretical frameworks, applied methodologies, units of analysis, dependent

and independent variables, and measurements in both quantitative and qualitative studies, following methods suggested by Bruton et al. (2021). Discrepancies in coding were resolved through regular discussions among the authors until a consensus was reached. Any inconsistencies were addressed by revisiting the original paper for clarification. Data were then analyzed to identify significant research themes and gaps, which informed the development of an integrative framework and proposed directions for future research.

3. Results

The findings of this review are organized into five core thematic areas: (1) key determinants of PWB in academic contexts, (2) teacher well-being, (3) coping strategies, (4) emotional intelligence and mindfulness, and (5) the influence of AI, digital technology, and social media. Each theme encompasses a range of subthemes that reflect the complexity and multidimensional nature of PWB in educational settings. The accompanying Figure 2 visually maps the conceptual framework derived from the reviewed literature, illustrating the interconnections between PWB and its associated thematic categories. All relevant details, including the main themes, their corresponding subthemes, the articles reviewed under each subtheme, and the academic journals in which these articles were published are comprehensively presented in the Table 1.

Figure 2
The conceptual map



3.1. Key Determinants of PWB in Academic Contexts

PWB in education is significantly shaped by cognitive and emotional factors, such as emotional intelligence, self-efficacy, motivation, and resilience. These elements determine students' ability to

Table 1

Main research themes and sub-themes in the reviewed papers

<i>Studied Themes and Sub-themes</i>	<i>Journal titles</i>
Key Determinants of PWB in Academic Contexts	
Motivation	
Shengyao et al. (2024)	BMC Psychology
Resilience	
Clarence et al. (2021)	International Review of Education
Kamboj and Garg (2021)	International Journal of Educational Management
Growth Mindset	
Zeng et al. (2016)	Frontiers in Psychology
Personality Traits	
Yu et al. (2024)	Education Sciences
Espinoza-Diaz et al. (2023)	Frontiers in Psychology
Language Competence	
Luo et al. (2019)	Journal of International Students
Extracurricular/Academic Engagement	
Lizarte Simon et al. (2024)	Education Sciences
Self-efficacy	
Costa et al. (2013)	Spanish Journal of Psychology
Fan and Cui (2024)	Frontiers in Psychology
Klainin-Yobas et al. (2016)	Personality and Individual Differences
Critical Thinking	
Guamanga et al. (2024)	Frontiers in Education
Academic Pressure	
Chaudhry et al. (2024)	PLOS ONE
Social Support	
Yu et al. (2024)	Education Sciences
Bewick et al. (2010)	Studies in Higher Education
Family Environment	
Ozcan and Sak (2024)	Child Indicators Research
Green Spaces	
Yusli et al. (2021)	Frontiers in Psychology
Teacher Well-being	
Teacher-Student Interaction	
Wu and Dong (2024)	Frontiers in Psychology
Workplace Climate	
Espinoza-Diaz et al. (2023)	Frontiers in Psychology
Stress Management	
Suleman et al. (2018)	PLOS ONE
Professional Identity and Burnout	
Chen (2024)	BMC Psychology
Spiritual Well-being	
Chaudhry and Chhajer (2023)	Frontiers in Psychology
Heidari et al. (2022)	BMC Psychology
Leadership Support	
Clarence et al. (2021)	International Review of Education
Suleman et al. (2021)	PLOS ONE

Table 1 continued

<i>Studied Themes and Sub-themes</i>	<i>Journal titles</i>
<i>Emotional Intelligence & Mindfulness</i>	
Mindfulness Training	
Li (2021)	Frontiers in Psychology
Klainin-Yobas et al. (2016)	Personality and Individual Differences
Academic Adjustment	
Lomberg and Jordaan (2024)	SAGE Open
Social Connectedness	
Rehman et al. (2023)	Current Psychology
Self-esteem	
Holopainen et al. (2012)	Scandinavian Journal of Educational Research
Sarkova et al. (2014)	Educational Research
Self-regulation	
Fan and Cui (2024)	Frontiers in Psychology
Emotional Clarity	
Costa et al. (2013)	Spanish Journal of Psychology
Family Dynamics	
Molina Moreno et al. (2024)	Education Sciences
<i>Coping Strategies</i>	
Adaptive vs. Maladaptive	
Moreno-Montero et al. (2024)	European Journal of Investigative Health
	Psychology and Education
	PLOS ONE
Lopes and Nihei (2021)	
Support-Seeking	
Freire et al. (2016)	Frontiers in Psychology
Emotion Regulation and Reappraisal Strategies	
Byun et al. (2022)	Teaching and Teacher Education
<i>Digital Technology & AI</i>	
Technology Overuse	
Deng and Yang (2021)	Social Sciences
Peer Learning and Social Media Impact	
Hanson et al. (2016)	Teaching in Higher Education
Naeemi and Tamam (2017)	Child Indicators Research
Digital Literacy	
Lomberg and Jordaan (2024)	SAGE Open
AI Tools (e.g., ChatGPT)	
Shahzad et al. (2025)	European Journal of Education
Gaming, Burnout & Digital Fatigue	
Shouman et al. (2023)	BMC Psychology
Online Learning	
Deng and Yang (2021)	Social Sciences

cope with academic stress and maintain a positive educational experience. Guamanga et al. (2024) reported that critical thinking is a key cognitive skill that positively correlates with emotional regulation, fostering greater academic resilience. Petruzzello et al. (2025) established that students with strong self-perceived employability experience lower anxiety and a heightened sense of purpose in their studies, leading to enhanced PWB. These findings collectively underscore the importance of confidence in one's abilities in fostering PWB by reducing anxiety and promoting sustained engagement in academic activities.

The long-term implications of academic stress on PWB have also been explored through longitudinal studies. Bernstein et al. (2020) examined the impact of early academic acceleration on PWB over a 35-year period, revealing that academically accelerated students did not experience

diminished well-being in adulthood. Instead, they exhibited higher life satisfaction and psychological resilience, challenging the presumption that rigorous academic environments necessarily lead to stress and burnout. This suggests that adaptive coping mechanisms play a crucial role in mitigating potential adverse effects associated with early academic pressures. Despite the robust evidence linking cognitive-emotional factors to PWB, the directionality of this relationship remains an open question. It is unclear whether high emotional intelligence directly enhances PWB or whether students with greater PWB are more inclined to develop and refine emotional competencies over time.

Beyond individual cognitive-emotional attributes, external social and environmental factors significantly shape PWB in academic contexts. Hanson et al. (2016) found that collaborative learning environments enhance student PWB by fostering social support, reducing academic isolation, and promoting engagement. Similarly, Holopainen et al. (2012) emphasized the role of social competence, showing that students with strong interpersonal skills report lower stress levels and greater academic satisfaction. These findings suggest that positive peer interactions act as protective buffers against academic stress, thereby enhancing overall well-being.

Institutional and familial support further reinforce PWB. Chaudhry et al. (2024) demonstrated that students who receive substantial emotional and academic support from their universities and families exhibit higher levels of engagement and lower stress. These findings highlight the essential role of external support systems in mitigating academic pressures. However, while social and institutional support structures contribute to PWB, they may also introduce potential challenges. Shengyao et al. (2024) noted that students with weaker social skills often struggle to integrate into peer learning environments, which can exacerbate stress and undermine PWB. Additionally, an overreliance on institutional interventions may inadvertently diminish students' sense of autonomy, fostering dependency on external validation rather than encouraging intrinsic resilience.

Luo et al. (2019) found that perceived language competence and domestic student social support significantly influenced international students' PWB. The findings suggest that students who felt confident in their language abilities and received social support from domestic peers reported lower stress levels and better psychological adjustment. Similarly, Mairean et al. (2019) emphasized the role of trait gratitude in enhancing PWB, with positive affect mediating this relationship. The findings underscore the importance of emotional regulation and interpersonal relationships in promoting PWB.

Environmental factors also contribute significantly to PWB. Yusli et al. (2021) investigated the restorative effects of green spaces on university students and concluded that nature exposure improved stress recovery and cognitive functions. Their findings align with Zeng et al. (2016), who demonstrated that a growth mindset and resilience positively predicted school engagement and PWB among primary and middle school students. These results suggest that fostering adaptability and environmental engagement can enhance PWB. Furthermore, Ozcan and Sak (2024) examined preschool children's PWB in relation to their parents' and teachers' PWB. The study found a strong correlation between parental well-being and children's PWB but no significant link between teacher well-being and children's PWB. This highlights the critical role of the family environment in early childhood well-being, suggesting that parental PWB interventions may yield greater benefits for young children than school-based strategies.

Xiang et al. (2019) demonstrated that high-stakes examinations in China led to increased stress and anxiety, negatively impacting students' PWB. These findings align with Bewick et al. (2010), who tracked PWB changes in university students and found that stress levels were highest in the first year but declined over time, suggesting a gradual adaptation process. Lopes and Nihei (2021) further reported that university students experienced heightened depression and anxiety due to pandemic-related disruptions, including online learning challenges, social isolation, and uncertainty about the future.

Yu et al. (2024) explored the role of personality traits in PWB, identifying neuroticism as a strong negative predictor, while extraversion and agreeableness were linked to greater resilience against stress. Their findings highlight that social support mediated the effects of extraversion and agreeableness, reinforcing the protective role of interpersonal relationships in mitigating stress-related declines in PWB.

Institutional support plays a pivotal role in promoting student PWB. Wu and Dong (2024) found that autonomy-supportive teaching practices, where educators encourage student independence, were positively associated with PWB. Their study highlighted that positive teacher-student interactions improved student engagement and motivation, reducing anxiety and fostering a sense of belonging. These findings align with Sarkova et al. (2014), who emphasized the role of peer and teacher relationships in shaping adolescents' PWB. Stronger peer connections were associated with reduced depression and anxiety symptoms, whereas negative teacher-student relationships exacerbated mental health challenges. Yuen and Wu (2024) further explored the impact of school connectedness, demonstrating that students who felt emotionally integrated within their school communities exhibited significantly higher PWB levels. However, the study also identified cultural differences in the strength of these relationships, with collectivist cultures exhibiting stronger effects of school connectedness on PWB than individualistic cultures.

Extracurricular engagement has also been identified as a protective factor for student PWB. Lizarte Simón et al. (2024) found that students who participated in extracurricular activities, particularly those focused on personal development and leadership, reported higher levels of PWB. This improvement was attributed to increased self-efficacy and social bonding, suggesting that structured extracurricular programs can serve as valuable interventions for enhancing student mental health.

Collectively, these findings underscore the multifaceted nature of PWB in educational settings, shaped by a dynamic interplay of social support systems, environmental exposures, personality traits, academic demands, and institutional practices. Furthermore, these insights reinforce the imperative for holistic and context-sensitive approaches to supporting PWB in education, recognizing that both internal competencies and external conditions are essential to fostering sustainable academic and emotional development.

3.2. Understanding and Enhancing PWB among Teachers

PWB is crucial for teachers as it directly impacts their job performance, student outcomes, and overall job satisfaction. The findings underscore that both intrinsic and extrinsic factors contribute to teachers' PWB, demonstrating its multidimensional nature. Several studies emphasize the significance of personal traits such as emotional intelligence, resilience, and spiritual well-being in fostering PWB among teachers. Kamboj and Garg (2021) assert that teachers with high emotional intelligence and resilience exhibit greater psychological stability, enabling them to manage stress more effectively. Similarly, Espinoza-Diaz et al. (2023) identify burnout, personality traits, and psychosocial climate as key determinants of PWB, emphasizing that emotional stability and positive workplace relationships mitigate stress and enhance overall well-being. Furthermore, Heidari et al. (2022) demonstrate that teachers with a strong sense of spiritual well-being report higher job satisfaction and organizational commitment, suggesting that PWB extends beyond emotional resilience to encompass deeper personal values and a sense of meaning. These studies collectively indicate that teachers' PWB is shaped by a complex interaction between personal attributes and external environmental factors. However, much of the existing research is correlational, making it difficult to establish causal relationships between these variables and their impact on PWB.

Despite the recognition of factors that promote PWB, persistent stressors continue to undermine it. Emotional regulation challenges and job-related exhaustion are prominent among these stressors. Byun et al. (2022) reveal that teachers who struggle with emotion regulation experience elevated stress and burnout, particularly in early childhood education settings, where emotional

demands are high. Similarly, Chaudhry and Chhajer (2023) explore energy management and stress, finding that teachers lacking effective stress management strategies are more prone to emotional fatigue and job dissatisfaction. Nazari and Oghyanous (2021) further highlight occupational stress and turnover intentions, demonstrating that novice teachers are particularly vulnerable due to unrealistic job expectations, inadequate institutional support, and job insecurity, leading to higher attrition rates. Experienced teachers, while more resilient, also encounter stress from increasing workloads and administrative responsibilities (Umirzakov et al., 2019). These findings collectively indicate that workplace stressors remain a primary challenge to PWB, with burnout and emotional exhaustion being particularly detrimental. However, while these studies provide substantial evidence of stressors, they often fail to propose long-term solutions, leaving gaps in the development of sustainable interventions.

In response to these challenges, various articles propose strategies to enhance teachers' PWB. Leadership empowerment emerges as a critical factor in mitigating stress (Goldsby et al., 2021). Suleman et al. (2021) argue that teachers who experience autonomy in decision-making and receive institutional support report greater PWB. Clarence et al. (2021) further investigate the impact of servant leadership and psychological capital, demonstrating that leaders who prioritize teachers' PWB contribute to higher job satisfaction, reduced stress, and enhanced emotional resilience. Additionally, Chen (2024) introduces the concept of teacher immunity, a psychological mechanism that enables teachers to cope with stress and maintain engagement in their work. The study finds that teachers with a strong professional identity and resilience experience lower burnout rates. These findings suggest that fostering effective leadership, autonomy, and resilience training can significantly enhance PWB among teachers. However, while these studies provide valuable theoretical insights, they lack large-scale intervention trials, making it challenging to determine the most effective strategies across diverse educational contexts.

Overall, the analyzed literature underscores the importance of both personal and institutional factors in shaping teachers' PWB. Emotional intelligence, resilience, and spiritual well-being serve as crucial internal resources, while leadership empowerment, workplace climate, and stress management interventions act as external facilitators.

3.3. PWB and Coping Strategies in Education

PWB plays a fundamental role in shaping students' capacity to manage the challenges of academic life. Research indicates that coping strategies, both adaptive and maladaptive, function as crucial mechanisms influencing mental health outcomes and academic performance. Freire et al. (2016) provide a foundational understanding of the relationship between PWB and coping strategies among university students. Employing latent profile analysis, the study identified four distinct PWB profiles, ranging from low to very high well-being. The findings revealed a strong positive association between high PWB and the use of adaptive coping strategies, including positive reappraisal, support-seeking, and proactive planning. Conversely, students with lower PWB profiles demonstrated a greater propensity toward avoidance-based coping mechanisms, such as denial and disengagement. This study underscores the importance of PWB as a personal resource that fosters the adoption of constructive coping strategies in response to academic stress.

Similarly, Gustems-Carnicer and Calderon (2013) explored coping styles among teacher education students, reinforcing the distinction between approach-oriented and avoidant coping strategies. Their findings indicate that students who engaged in problem-solving and emotional regulation techniques reported higher PWB, whereas those who relied on avoidance-based strategies, such as emotional discharge and cognitive avoidance, experienced elevated psychological distress. Of particular significance, the article highlights that behavioral avoidance strategies, including seeking alternative rewards, such as engaging in unrelated activities for distraction, are associated with a progressive decline in PWB over time. These results align with the conclusions of Moreno-Montero et al. (2024), emphasizing the pivotal role of PWB in guiding students toward adaptive coping mechanisms.

Collectively, these findings suggest that PWB not only serves as an indicator of students' mental health but also as a determinant of their coping behaviors. Students with higher PWB are more likely to employ strategies that promote resilience and academic success, whereas those experiencing lower PWB are at greater risk of adopting maladaptive coping mechanisms that may exacerbate psychological distress.

3.4. The Influence of Emotional Intelligence and Mindfulness on PWB

PWB in educational settings has gained increasing attention, particularly regarding the roles of emotional intelligence [EI] and mindfulness as key psychological constructs that contribute to mental health, academic performance, and resilience. EI has been identified as a crucial factor in enhancing emotional regulation, social competence, and resilience, which collectively contribute to improved mental health, academic performance, and overall life satisfaction. Similarly, mindfulness has emerged as an effective psychological construct that fosters self-regulation, reduces academic stress, and enhances resilience, ultimately supporting students' and educators' PWB.

Empirical research underscores the role of EI as a predictor of PWB. Costa et al. (2013) demonstrated that EI positively influences life satisfaction and PWB, even when controlling for self-efficacy. Their findings suggest that individuals with greater emotional clarity and emotional repair abilities report higher levels of PWB, as they can regulate their emotions more effectively. Extending this discussion, Kamboj and Garg (2021) examined the relationship between EI and PWB among teachers, emphasizing the mediating role of resilience and perseverance. Their study highlighted that EI not only enhances students' PWB but also plays a crucial role in reducing educators' stress levels, improving motivation, and fostering classroom performance.

Further evidence is provided by Lomberg and Jordaan (2024), who explored EI among university students and found that academic adjustment moderates the impact of EI on PWB. Specifically, students with higher EI demonstrated better coping strategies, maintained stronger interpersonal relationships, and exhibited greater self-acceptance. These findings suggest that universities could integrate EI training programs to improve student PWB and resilience. Additionally, Molina Moreno et al. (2024) examined the influence of family dynamics on EI and PWB among high school students. Their study found that students with strong family support systems exhibited higher emotional intelligence, which in turn led to improved PWB and academic motivation. This reinforces the importance of external support structures in fostering emotional intelligence and psychological health. Shengyao et al. (2024) further contributed to this discourse by developing a comprehensive model linking EI to academic achievement and PWB through resilience, motivation, and self-efficacy. Their findings confirm that EI strengthens students' resilience, which enhances both PWB and academic success. However, while the majority of studies support the positive impact of EI on PWB, some research indicates that EI alone is not always a sufficient predictor. Instead, self-efficacy, motivation, and resilience function as critical mediators, suggesting that educational institutions should complement EI training with programs aimed at developing these psychological traits.

Parallel to the role of EI, mindfulness has been extensively examined as a mechanism for improving PWB in academic settings. Fan and Cui (2024) found that mindfulness directly enhances PWB by strengthening self-regulation and emotional stability. Their study highlighted self-regulation as a crucial mediator, demonstrating that mindfulness helps students proactively manage academic stress. Similarly, Klainin-Yobas et al. (2016) used structural equation modeling to confirm that mindfulness significantly predicts PWB, with self-efficacy acting as a partial mediator. Their findings suggest that mindfulness fosters cognitive flexibility and adaptability, which are essential for managing academic pressures and enhancing PWB.

The impact of mindfulness on academic motivation has also been explored within specific learning contexts. Li (2021) investigated mindfulness among language learners and found that students with higher mindfulness levels exhibited greater PWB and motivation to learn. This

suggests that mindfulness interventions can enhance cognitive engagement and mitigate learning-related anxiety. Additionally, Rehman et al. (2023) provided strong evidence that social connectedness and self-esteem mediate the relationship between mindfulness and PWB, highlighting the social dimension of mindfulness. Their study suggests that mindfulness not only fosters individual resilience but also strengthens interpersonal relationships, which in turn improve overall well-being. Shengyao et al. (2024) further examined the interconnected roles of mindfulness, resilience, and motivation in predicting PWB. Their study found that mindfulness enhances resilience, which subsequently leads to greater academic success and emotional stability. Collectively, these findings indicate that mindfulness fosters self-awareness and emotional regulation, resulting in improved PWB. However, research also suggests that social factors, such as interpersonal relationships and self-esteem, play a significant mediating role. This underscores the need for mindfulness interventions in educational settings to focus not only on self-regulation but also on fostering social support networks and interpersonal connections.

3.5. The Role of AI, Social Media, and Digital Technology

The reviewed articles highlight the complex relationship between AI, social media, digital technology, and PWB in educational contexts. While digital proficiency and AI-based tools can enhance adaptability, self-efficacy, and emotional regulation, excessive reliance on technology and social media may contribute to stress, anxiety, and diminished PWB.

Deng and Yang (2021) investigated the impact of digital proficiency on students' PWB, particularly in the context of online learning during the COVID-19 pandemic. Their findings suggest that students with higher digital literacy reported lower stress levels and greater adaptability to virtual learning environments, underscoring the protective role of digital skills in mitigating technological stress. This is further supported by Lomberg and Jordaan (2024), who found that access to digital tools and effective media use contributed to improved self-efficacy and emotional regulation. However, both studies also caution against excessive technology use. Lomberg and Jordaan (2024) observed that frequent media consumption was associated with increased anxiety and reduced PWB among university students. These findings highlight a paradox, while digital literacy enhances adaptability, overexposure to digital technology can lead to stress, digital fatigue, and potential burnout.

The role of social media in shaping PWB is similarly complex. Ponnusamy et al. (2020) found that excessive Instagram use was linked to academic decline and heightened feelings of loneliness, suggesting that overreliance on social media can negatively impact students' PWB. Similarly, Naeemi and Tamam (2017) reported that emotional dependence on Facebook was inversely correlated with autonomy and positive social relationships, ultimately leading to lower self-esteem and PWB among adolescents. In contrast, Shahzad et al. (2025) found that social media platforms facilitate emotional support and academic collaboration, particularly through peer learning and virtual study groups. These findings suggest that the psychological impact of social media is highly dependent on usage patterns, constructive engagement fosters PWB, whereas compulsive use can be detrimental. Further supporting this perspective, Shouman et al. (2023) examined the effects of digital overuse in online gaming and found that students diagnosed with Internet Gaming Disorder [IGD] exhibited lower PWB, particularly in terms of self-acceptance and life purpose. These results contribute to growing concerns regarding excessive digital engagement and its potential to exacerbate mental health challenges among students.

AI-driven technologies are playing an increasingly influential role in shaping students' PWB. Shahzad et al. (2025) explored the benefits of ChatGPT-4 and AI-based learning applications, finding that AI-powered academic assistance reduced stress and improved time management, thereby enhancing PWB. These findings align with Luo et al. (2021), who demonstrated that AI-driven mobile applications utilizing nature sounds improved cognitive performance and emotional stability. However, concerns remain regarding the potential over-reliance on AI. Shahzad et al. (2025) cautioned that excessive dependence on AI tools may lead to cognitive

passivity, diminishing students' critical thinking and problem-solving abilities. Similarly, Luo et al. (2021) warned that while AI applications can enhance relaxation and cognitive engagement, they should be used as a complement to, rather than a substitute for, traditional mental health interventions.

Collectively, these studies suggest that while digital proficiency, social media, and AI technologies have the potential to support PWB, their effects depend largely on how they are utilized. Digital literacy and AI-driven tools can enhance learning experiences, self-efficacy, and stress management when used strategically. However, excessive engagement, particularly in social media and online gaming, poses risks to mental health.

In conclusion, the reviewed literature collectively illuminates the multifaceted and interconnected dimensions of PWB in education. From the cognitive-emotional and environmental determinants of student success to the institutional and intrapersonal factors influencing teacher well-being, the findings emphasize the need for an integrative and context-sensitive understanding of PWB. Moreover, coping mechanisms, EI, mindfulness, and the nuanced role of digital technologies, including AI and social media, emerge as pivotal components that either support or undermine PWB in academic environments. By synthesizing insights across diverse educational levels and cultural contexts, this review offers a comprehensive conceptual framework that captures the complexity of PWB in education. To further clarify the structure and scope of the findings, the table below presents a detailed overview of the five main themes, their corresponding subthemes, the relevant scholarly articles, and the journals in which these studies were published.

3.6. Theoretical Foundations of PWB in Education

The theoretical diversity within the literature on PWB in education reflects the construct's inherent multidimensionality. Rather than treating these frameworks as mere background, this section critically synthesizes how various theories contribute to our understanding of PWB, each offering a unique lens to interpret psychological functioning in educational contexts. The application of theory not only grounds empirical inquiry but also generates actionable insights for educational policy, mental health interventions, and teaching practice. The discussion below maps dominant theoretical frameworks to conceptual domains emerging from the reviewed literature, highlighting their explanatory power, implications, and contributions to a holistic understanding of PWB.

A significant portion of the reviewed articles drew upon Self-Determination Theory [SDT] to explore the motivational dimensions of PWB. Autonomy, competence, and relatedness, SDT's core psychological needs, were consistently linked to enhanced engagement, emotional stability, and academic resilience (see Table 2). For example, students who felt autonomous and socially connected reported lower stress levels and higher academic motivation. Complementing SDT, Self-Efficacy Theory emphasized the importance of individuals' belief in their capabilities to navigate academic or professional challenges. Studies revealed that self-efficacious students and teachers exhibited stronger coping strategies and perseverance. When viewed together, these theories reveal that PWB is not merely about reducing stress or anxiety, but it is rooted in a sense of agency and perceived capability, making them vital for designing motivation-enhancing curricula and teacher development programs. These theories provide a roadmap for promoting PWB by focusing on internal motivational drivers. Understanding how autonomy and perceived competence influence mental health helps institutions design interventions that are both empowering and protective.

A second dominant theme centered on emotional regulation and resilience. Emotional Intelligence Theory provided a foundation for understanding how individuals perceive, manage, and use emotions to navigate complex academic or professional environments. High EI was associated with better stress management, enhanced classroom dynamics, and overall life satisfaction for both students and educators. In parallel, Coping Theory and the Transactional Model of Stress highlighted how individuals appraise and respond to stressors. These models were particularly

Table 2

Main theories used in the reviewed articles

<i>Main theories used in the reviewed articles</i>	<i>Contribution to understanding PWB</i>	<i>Quantity of the articles</i>
Self-Determination Theory	Explains how fulfillment of autonomy, competence, and relatedness needs enhances intrinsic motivation and PWB.	6
Emotional Intelligence Theory	Emphasizes emotional awareness, regulation, and interpersonal skills as buffers against stress and burnout.	5
Coping Theory and Transactional model of stress	Differentiates between adaptive and maladaptive coping strategies in response to academic and occupational stress.	5
Mindfulness Theory	Focuses on present-moment awareness and reduced reactivity to stressors, improving PWB.	3
Broaden-and-Build Theory	Posits that positive emotions build enduring personal resources like resilience and creativity.	3
Attention Restoration Theory	Highlights the restorative effects of nature and green spaces on attention and PWB.	2
Social Support Theory	Demonstrates how peer, teacher, and institutional support networks protect against psychological distress.	2
Self-Efficacy Theory	Highlights the role of belief in one's own ability to succeed, influencing PWB, resilience and stress coping in education.	2
Social Interdependence Theory	Explores the value of cooperation and mutual goal-setting in reducing stress and promoting PWB.	2
Conservation of Resources Theory	Explains stress as a response to real or perceived loss of psychological, emotional, or cognitive resources.	2
Big Five Personality Theory	Explores how personality traits predict vulnerability or resilience to stress and adjustment in education.	1
Servant Leadership Theory	Shows how leadership styles that prioritize PWB can foster engagement, resilience, and morale.	1
Cross-Cultural Adjustment Theory	Explains how individuals adapt to new academic cultures and how this affects their PWB.	1

influential in studies focusing on stress among early-career teachers or university students during high-stakes academic periods. These frameworks shift the focus from anxiety or burnout to skills-based prevention. Emotional awareness, regulation, and adaptive coping emerge as core components of educational resilience. They guide the development of training programs and curricula that build psychological flexibility and emotional literacy.

Several studies explored Mindfulness Theory, emphasizing present-moment awareness, self-regulation, and reduced reactivity to stressors. Research consistently demonstrated that mindfulness practices led to improved emotional clarity and academic focus, especially among students in high-pressure settings. Complementing this, Broaden-and-Build Theory of positive emotions posited that cultivating joy, gratitude, and optimism helps individuals build enduring psychological resources, such as resilience and creativity. These positive states were shown to buffer against academic fatigue and emotional burnout. These frameworks advocate for a strengths-based approach to PWB in education. Rather than solely mitigating negative outcomes,

mindfulness and positive psychology promote thriving and proactive well-being strategies that align with long-term educational success.

A recurring theme across studies was the importance of social relationships in educational well-being. Social Support Theory explained how peer, teacher, and institutional support networks enhance feelings of safety and motivation, especially for vulnerable student groups like international students or first-year undergraduates. Social Interdependence Theory added nuance by highlighting the collaborative and relational nature of learning. Cooperative environments, when structured intentionally, were found to reduce academic anxiety and increase emotional resilience. These theories illustrate that PWB is relationally constructed. Supportive academic environments are not merely 'nice-to-have', but they are essential buffers against psychological distress. This insight emphasizes the importance of inclusive teaching, mentorship, and community-building practices in educational institutions.

Research done by Luo et. (2021) and Yusli et al. (2021) drew on Attention Restoration Theory to explore the benefits of natural environments in stress recovery and mental focus. Green spaces, outdoor classrooms, and biophilic design elements were shown to improve mood and cognitive function, particularly during exam periods. Meanwhile, Conservation of Resources Theory framed psychological stress in terms of resource loss, be it time, energy, or emotional capacity. Educational settings that drain rather than replenish these resources were correlated with teacher burnout and student exhaustion. These frameworks expand the concept of PWB beyond internal traits to external affordances and environmental design. They argue for institutional changes, like green spaces or workload adjustments, that protect and restore cognitive-emotional resources.

Finally, Yu et al. (2024) explored how personality traits (Big Five Theory) and cross-cultural adjustment influenced individuals' adaptability and PWB in educational contexts. Traits like extraversion and agreeableness predicted resilience, while neuroticism correlated with increased vulnerability. Also, Servant Leadership Theory was used by Clarence et al. (2021) to examine how supportive leadership influences organizational climate and teacher/student well-being. Leaders who prioritized psychological safety, autonomy, and growth were shown to reduce stress and improve morale. These theories help tailor interventions by highlighting the role of individual differences and leadership behaviors. They argue for differentiated support and psychologically aware leadership in schools and universities.

This thematic synthesis highlights the essential role that diverse theoretical frameworks play in advancing our understanding of PWB in educational settings. Rather than offering isolated explanations, each theory contributes a unique and complementary lens. Some theories focus on internal psychological drivers such as motivation, self-efficacy, and emotional regulation. Others illuminate the role of interpersonal support systems, environmental affordances, leadership styles, and individual personality traits. Together, they construct a multidimensional view of PWB that spans the personal, social, and institutional layers of the educational experience. Importantly, these frameworks not only explain what influences PWB but also suggest how and why these factors operate within educational contexts. For instance, motivation-based theories such as SDT and Self-Efficacy Theory reveal how feelings of competence and autonomy enhance emotional resilience and academic engagement. Emotional Intelligence Theory and coping models explain how emotional regulation helps mitigate stress and improve adaptive functioning. Meanwhile, social and environmental theories underscore the protective value of supportive communities and restorative environments.

Understanding PWB through a multi-theoretical lens allows for a more nuanced, context-sensitive, and actionable approach to research and intervention design. It encourages educators, administrators, and mental health practitioners to move beyond one-size-fits-all solutions and adopt strategies that align with both individual needs and systemic conditions. To support this integrative discussion, the table below presents a concise summary of the theoretical frameworks referenced across the reviewed literature. It highlights each theory's specific contribution to the understanding of PWB, along with the number of studies that utilized each framework. This

mapping not only reinforces the theoretical coherence of the field but also serves as a resource for future research.

4. Discussion

This review presents a comprehensive synthesis of literature on PWB in education, revealing a complex, multidimensional construct shaped by the interplay of cognitive-emotional traits, institutional systems, social contexts, and technological environments. Rather than offering a prescriptive analysis, the review organizes existing research into five key thematic domains that collectively form a conceptual framework for understanding PWB across educational levels.

A central insight emerging from the review is the reciprocal relationship between PWB and academic success. Students with higher emotional intelligence, motivation, and resilience tend to exhibit greater academic engagement and lower stress, reinforcing existing theories that place PWB at the heart of educational persistence. However, the literature remains disproportionately focused on higher education, with limited examination of how these relationships manifest in earlier academic stages or across diverse cultural contexts (Kishi et al., 2023).

The literature on PWB of teachers reveals critical insights, highlighting emotional resilience, institutional support, and leadership as key factors influencing professional sustainability. While cross-sectional studies have laid a strong foundation for identifying associations between these variables, they fall short in capturing temporal dynamics or causal mechanisms. In this regard, longitudinal and intervention-based research designs are particularly important, not because they offer a panacea, but because they are uniquely positioned to assess how changes in institutional practices affect PWB over time and under real-world conditions. For example, longitudinal studies could track how teachers' PWB fluctuates across academic years in response to policy shifts or organizational reforms (Li et al., 2022). Meanwhile, intervention-based designs could evaluate the effectiveness of structured programs such as leadership training, peer support initiatives, EI workshops, using pre-post or randomized controlled trials. These approaches would enable researchers to distinguish short-term improvements from sustained change and test the causal efficacy of specific strategies (Mori, 2023). To enhance depth and contextual relevance, these methods could be supplemented by qualitative techniques, which can capture teachers' lived experiences and organizational culture (Gonzalez-Berruga, 2025). Ultimately, methodologically rigorous studies that integrate both temporal trajectories and experiential insights will be critical for developing evidence-based and contextually grounded strategies to enhance the PWB of teachers.

The findings also underscore the importance of coping mechanisms in mediating both student and teacher PWB. Adaptive coping strategies, such as problem-solving and positive reappraisal, are consistently associated with enhanced emotional outcomes, whereas avoidant or maladaptive strategies correlate with distress (Jimenez, 2021). This highlights the need to conceptualize PWB not simply as an outcome, but as a determinant of one's capacity to manage stress constructively within academic environments.

The role of EI and mindfulness emerges as particularly influential across both student and teacher populations. These psychological assets enhance emotional regulation, self-awareness, and motivation, but also appear to interact with mediating variables such as social support and self-efficacy. Although many studies support their positive effects, the directionality of these relationships remains uncertain, raising questions about whether higher PWB facilitates the development of emotional competencies or vice versa (Adade et al., 2024).

Finally, the integration of digital technology and AI into educational settings reveals a dual landscape. On one hand, AI tools and digital platforms offer personalized support and stress mitigation. On the other, excessive social media use, compulsive digital behavior, and overreliance on AI-based assistance may contribute to psychological strain and diminished emotional engagement (Ajani et al., 2025). These findings suggest that the psychological outcomes of digital

engagement are not inherent to the technology itself but are shaped by how, when, and why these tools are used.

Overall, these themes reinforce the idea that PWB in education must be approached systemically. It is not the product of isolated traits or interventions, but rather the outcome of continuous interactions between personal, institutional, and technological dimensions.

5. Future Research Directions

While this review provides a conceptual map of PWB in education, it also highlights critical gaps that future research must address. First, longitudinal and experimental designs are urgently needed to evaluate causal pathways, especially concerning the impact of EI and mindfulness training, stress management programs, and digital literacy interventions. Second, studies should expand their focus beyond higher education to include primary and secondary educational settings. Research that explores age-related variations in psychological needs and responses would enrich the understanding of developmental trajectories in PWB. Third, the field must prioritize culturally diverse research. Most existing studies are situated within Western and Chinese contexts, leaving unexplored how cultural norms and educational practices shape perceptions of PWB, emotional expression, and institutional support. Fourth, given the accelerating integration of AI in education, future research should examine not only the efficacy of AI-driven interventions but also their ethical implications, such as data privacy, algorithmic bias, and the psychological effects of digital dependence. Finally, there is a pressing need to examine institutional and policy-level interventions through comprehensive, multi-site evaluations. This includes assessing the effectiveness of autonomy-supportive teaching, extracurricular engagement, and social support infrastructure in cultivating sustainable PWB in educational systems.

6. Conclusion

This systematic review offers a comprehensive synthesis of current knowledge on PWB in educational settings, revealing a complex, multidimensional construct shaped by individual traits, social environments, institutional practices, and technological influences. Drawing on insights from 48 peer-reviewed articles, the review identifies five principal thematic areas that together form a coherent conceptual framework: key determinants of PWB in academic contexts, teacher well-being, coping strategies, EI and mindfulness, and the influence of AI, digital technology, and social media.

The review underscores that PWB is both a predictor and a product of effective educational engagement. It is fostered by internal attributes such as self-efficacy, resilience, and EI, as well as by external supports including school connectedness, leadership practices, and culturally sensitive institutional interventions. At the same time, the findings caution against risk factors, such as digital overuse, emotional dysregulation, and maladaptive coping strategies, that can diminish well-being outcomes. The conceptual mind map visually integrates these thematic dimensions, emphasizing the interconnectedness of psychological and environmental factors in shaping educational experiences. This framework not only highlights the multifactorial nature of PWB but also serves as a guide for the design of holistic, evidence-based interventions in education.

In closing, the findings of this review provide essential directions for educators, policymakers, and mental health practitioners aiming to promote sustainable PWB in education. Future research should prioritize longitudinal and culturally diverse studies, the evaluation of intervention efficacy, and the ethical integration of digital tools to support well-being. By aligning psychological theory with educational practice, this study contributes a timely and actionable foundation for advancing the field of PWB in education.

Author contributions: All authors contributed to all the processes of the manuscript, including conceptualization, data collection, analysis of the data, and reporting.

Data availability: The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Declaration of interest: The authors disclose that they have no actual or perceived conflicts of interest.

Ethical statement: Because no human studies are included, this study does not require ethical approval.

Funding information: This research was funded by the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. BR24992828).

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